



Barnfields Primary School

Year 2

**Curriculum Outline  
2025-2026**

*Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.*

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Yr2 National Curriculum	<p><b>Word Reading:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read these books to build up their fluency and confidence in word reading.</li> </ul> <p><b>Comprehension:</b> <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>. discussing the sequence of events in books and how items of information are related</li> <li>. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>. being introduced to non-fiction books that are structured in different ways</li> <li>. recognising simple recurring literary language in stories and poetry</li> <li>. discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>. discussing their favourite words and phrases</li> <li>. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> </li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>. drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>. checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>. making inferences on the basis of what is being said and done</li> <li>. answering and asking questions</li> <li>. predicting what might happen on the basis of what has been read so far</li> </ul> </li> </ul>					

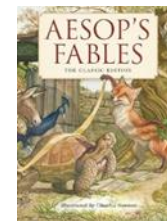
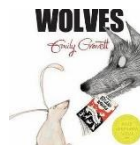
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- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material

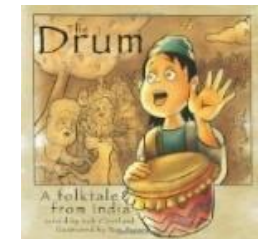
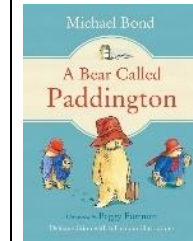
Reading Texts



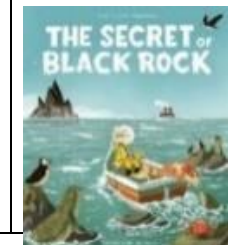
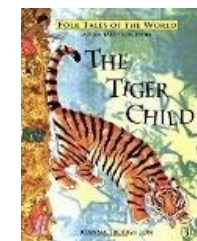
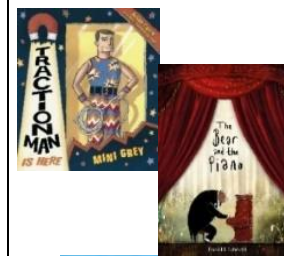
The Bathroom Fiddler – Michael Rosen



The Sound Collector – Roger McGough



Writing Texts



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Writing

Yr2 National Curriculum

**Writing: Sentence Structure/Grammar and Punctuation**

- Uses correctly structured simple and compound sentences.
- Growing variety of simple conjunctions being used: subordination (when, if, that, because) and coordination (or, and, but).
- Uses a variety of sentence openings.
- Mostly consistent use of the tense that is appropriate to the task.
- Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command).
- Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting).
- Mostly uses capital letters and full stops to demarcate sentences.
- To use question marks and exclamation marks, realising their effect on the reader.
- To consistently use capital letters for the personal pronoun 'I' and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names).
- Use commas to separate an item in a list.
- Uses apostrophes to mark where letters are missing (omission) – simple common contractions.
- Starting to use apostrophes to mark singular possession in nouns.

**Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader)**

- Narrative features are beginning to be developed in a chronological order.
- Writes simple narratives about personal experiences and those of others, writes about real events, and writes simple poems.
- Some characteristic features of a chosen form are beginning to be developed (e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately).
- Simple additions, revisions and corrections to their own writing include:
- Rereading to check for sense
- Proof reading for errors
- Uses grammatical vocabulary from Appendix 2 when discussing work (year 1 and year 2).
- Uses adjectives, adverbs and expanded noun phrases to describe and specify.
- Uses some specific vocabulary linked to the topic in non-narrative writing

**Writing: Spelling and Handwriting** - Following Little Wandle Year 2 bridge to spelling.

- Spelling rules and guidance from Appendix 1 (Year 2) are usually applied accurately.
- Holds a pencil comfortably and correctly.
- Forms lower case letters of the correct size relative to one another.
- Starts to use some of the diagonal and horizontal strokes needed to join letters.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Upper- and lower-case letters not mixed within words.

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Audience and Purpose	<p><b>Writing to Entertain</b> The Cook and the King by Julia Donaldson Narrative</p> <p><b>Writing to Entertain</b> Silly Louie by Catherine Rayner Narrative – Adventure Story</p> <p><b>Writing to Entertain</b> Diamante Poem</p> <p><b>Writing to Inform</b> School Event Recount</p>	<p><b>Writing to Entertain</b> The Great Paper Caper by Oliver Jeffers Narrative - Fantasy Story</p> <p><b>Writing to Inform</b> The Great Fire of London by Emma Adams Non-Chronological Report</p> <p><b>Writing to Entertain</b> Excitable Edgar (Video) Narrative – Fantasy Story</p>	<p><b>Writing to Entertain</b> Ada Twist Scientist by Andrea Beaty Narrative – Story with a message</p> <p><b>Writing to Entertain/Inform</b> Toby and the Great Fire of London by Margret Nash Recount in role/Diary</p> <p><b>Writing to Inform</b> School Event Recount</p>	<p><b>Writing to Entertain</b> The Three Little Wolves and the Big Bad Pig by Eugene Trivizas Narrative – Fairy Tale</p> <p><b>Writing to Entertain/Inform</b> The Bear and the Piano by David Lichfield Diary/Postcard</p> <p><b>Writing to Entertain</b> Traction Man Narrative – Character Description</p>	<p><b>Writing to Entertain</b> The Proudest Blue - by Ibtihaj Muhammad and S.K. Ali Narrative</p> <p><b>Writing to Entertain</b> The Magic Paintbrush by Julia Donaldson Narrative – Adventure Story</p> <p><b>Writing to Inform</b> School Event Recount</p>	<p><b>Writing to Entertain</b> The Tiger Child by Joanna Troughton Narrative – Indian Folktale</p> <p><b>Writing to Entertain</b> The Secret of Black Rock by Joe Todd-Stanton Narrative Adventure Story</p> <p><b>Writing to Entertain</b> Acrostic Poem</p>
Mathematics White Rose	Place Value Addition and Subtraction Shape		Money Multiplication and Division Length and Height Mass, capacity and temperature		Fractions Time Statistics Position and Direction	
Mastering Number	Focus on the composition of 6, 7, 8 and 9 as ‘5 and a bit’ Compare numbers within 10 Inequality and equals symbols Odd/even parts when even numbers are composed of 2 parts Composition of 6, 8 and 10 Missing symbols Using 2-by-5 grid to find all ways of 10 Composition of odd numbers Composition of 7 and 9 Composition of numbers 11 to 19 Compare numbers within 20		Doubling numbers to 10, using the ‘5 and a bit’ structure to double 6, 7, 8 and 9 Composition of 20 Use known facts within 10 to find missing parts of 20 Facts within 10 to addition and subtraction within 20 WITHIN the 10s boundary Knowledge of doubles to calculate near doubles Add 3 numbers using known facts Add 2 numbers by ‘bridging through 10’ Adding 2 numbers by ‘bridging through 10’ Subtract by ‘bridging through 10’ Consolidate understanding of subtracting by ‘bridging through 1		Connect the order of multiples of 10 to the order of numbers within 10 Proportional reasoning to identify the position of numbers within 100 in the linear number system Connect missing addend problems to subtraction problems Subtract across the 10 boundary, by subtracting FROM 10 rather than bridging THROUGH 10 Practise subtracting within 20, selecting from a range of strategies Composition of 20 Use known facts within 10 to find missing part of 20 when the known part is less than 10	

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<p>Science</p>	<p><b>Uses of Everyday Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals, Including Humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Living things and their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Growing Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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History	<p><b>The Great Fire of London</b></p> <p>Children will learn about Stuart London, the Great Fire of 1666, how people tried to stop it, and how London was rebuilt after the fire</p> <p><b>Enquiry Question:</b> Was the Great Fire of London a blessing or a disaster?</p>	<p><b>George Stephenson and the Invention of the Rail</b></p> <p>Children will learn about George Stephenson's life, his inventions, and how he helped change railways and trains, shaping travel both locally and across the country.</p> <p><b>Enquiry Question:</b> Was George Stephenson all that significant?</p>	<p><b>History of Stafford</b></p> <p>Children will learn about the history of Stafford, including its important landmarks, significant events, how the High Street and market square have changed over time, and what shopping and paying for food was like in the past.</p> <p><b>Enquiry Question:</b> How has Stafford changed over time?</p>
Geography	<p><b>The Five Oceans and Seven Continents</b></p> <p>Learn and identify the five oceans and seven continents of the world.</p>	<p><b>Comparing the UK and India</b></p> <p>A comparative locational study.</p>	<p><b>Local Area – A Study of Stafford</b></p> <p>A study of the geography of Stafford.</p>
Art	<p><b>Painting</b></p> <p><b>Artist Focus:</b> Vincent Van Gogh</p> <p>Explore colour mixing and mark making to create abstract paintings of The Great Fire of London</p>	<p><b>Drawing</b></p> <p><b>Artist Focus:</b> Alice Fox</p> <p>Create wax resistant autumn leaf drawings</p>	<p><b>Sculpture</b></p> <p><b>Artist Focus:</b> Chris Kenny</p> <p>Transform a familiar object into a new form.</p>
Design and Technology	<p><b>Mechanisms: Sliders and Levers</b></p> <p>To design a moving picture that helps tell the story of The Great Paper Caper.</p>	<p><b>Food and Nutrition: Vegetables</b></p> <p>To prepare a healthy soup or roasted vegetable dish to share with our parents.</p>	<p><b>Structures: Freestanding Structures</b></p> <p>To design and make a model piece of a playground equipment that children would play on.</p>

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Computing Teach Computing	<b><u>Computer Systems and Networks</u></b>  <b><u>Information technology around us</u></b> Identifying IT and how its responsible use improves our world in school and beyond.	<b><u>Creating media</u></b>  <b><u>Digital photography</u></b> Capturing and changing digital photographs for different purposes.	<b><u>Programming A</u></b>  <b><u>Robot algorithms</u></b> Creating and debugging programs, and using logical reasoning to make predictions.	<b><u>Data and information</u></b>  <b><u>Pictograms</u></b> Collecting data in tally charts and using attributes to organise and present data on a computer.	<b><u>Creating Media</u></b>  <b><u>Digital music</u></b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<b><u>Programming B</u></b>  <b><u>Programming quizzes</u></b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Music	<b>Hands, Feet, Heart</b>  Afropop South African music	<b>Ho Ho Ho</b>  A song with rapping and improvising for Christmas. Festivals and Christmas  Nativity	<b>I Wanna Play in a Band</b>  Rock Playing in a band together	<b>Zootime</b>  Reggae Reggae and animals	<b>Friendship Song</b>  Pop A song about being friends.	<b>Reflect, Rewind and Replay Classical</b>  The history of music, look back and consolidate your learning, learn some of the language of music.
Physical Education	<b>Games – Ball Skills</b>  <b>Dance</b>	<b>Games – Multi-Skills</b>  <b>Dance</b>	<b>Games – Ball Skills</b>  <b>Gymnastics - Floor</b>	<b>Games – Multi-Skills</b>  <b>Gymnastics - Apparatus</b>	<b>Games – Ball Skills</b>  <b>Athletics</b>	<b>Athletics – Multi-Skills</b>  <b>Invasion Games</b>
Relationships, Sex and Health Education  Jigsaw PSHE	<b>Being Me</b>  Impact of own behaviour on the class	<b>Celebrating Difference</b>  Bullying	<b>Dreams and Goals</b>  Working together as a team	<b>Healthy Me</b>  Importance of food and medicine	<b>Relationships</b>  Understanding positive relationships	<b>Changing Me (including Sex Education)</b>  Private body parts

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Religious Education Staffordshire Agreed Syllabus	<b>Gospel</b> Christianity  Is it possible to be kind to everyone all of the time?	<b>Incarnation</b> Christianity  Why do Christians believe God gave Jesus to the world?	<b>Non-religious Beliefs</b> Humanism  What do Humanists believe?	<b>Salvation</b> Christianity  How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Prayer</b> Islam  Does praying at regular intervals help Muslims in their everyday lives?	<b>Special Places</b> Islam  Does completing a pilgrimage make a person a better Muslim?
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